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ABSTRACT

The European history textbooks of four authors, Phillip Van Ness Meyers, Willis Mason West, Hutton Webster, and James Harvey Robinson, are described to show how they responded to and reflected the changing nature and function of the high school from 1880 to 1930. Data for the study came from educational histories, committee reports, journals, school district annual reports, surveys, and federal statistics. Three phases in the general development of the high school were identified: (1) the classical high school (1880-1900), which served few students and offered a predominantly classical curriculum; (2) the transition high school (1900-1925), which slowly accommodated the needs of commerce, industry, and social aspirations through a tracking course of study; and (3) the mass high school (1925 to present), which offered a common basic, utilitarian curriculum to all students. Between 1880 and 1930, the textbooks changed from the omnibus general history emphasizing ancient history found in the classical high school, to the specialized subject texts containing ancient history and medieval and modern history components of the transition school, to the general or world history texts written for all students with a concern for readability. (RM)

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The Response of Textbooks to the Development of the Mass High School and its History Curriculum 1880-1930.

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The Response of Textbooks to the Development of the Mass High School and its History Curriculum 1880-1930.

ABSTRACT

Using hitherto unused school data contained in school district annual reports and numerous surveys of school programs this paper: 1) describes the development of the high school from an elite institution of the nineteenth century emphasizing the study of the classics and enrolling only a few students to the mass high school of the 1930s which enrolled numerous students and whose curriculum was utilitarian. 2) shows how the history program of the high school -- a particularly sensitive indicator of the changing nature of the school because of its political socialization function -- changed to accommodate new perceptions of the type of history necessary for citizenship and the inexorable increase in high school enrollment and retention. 3) demonstrates how textbooks adapted to the changing history program by describing the work of four authors, whose European History textbooks were widely used in schools, frequently revised and reissued, and available for all or most of the period covered by this study. 4) by analyzing portions of the numerous, widely used European History textbooks by certain authors shows how changes in content and readability occurred as enrollment and retention increased and perceptions of schooling and the curriculum changed.

The Response of Textbooks to the Development of the Mass High School and its History Curriculum

Introduction

In a recent study of the development of the high school history program we investigated numerous history textbooks and were struck both by the tendency of authors to write new books and the balance between continuity and change between them and their previous versions (Woodward, 1982). We were especially intrigued by the European history textbooks; as we read the textbooks of a particularly prolific and successful author it became clear that each 'new' book on European history was substantially based on its antecedents. The new textbooks were, of course, different, but that difference tended not to be so much in the "core" of the book, for they continued to be true to the founding version, rather it was in the areas of content elimination and addition and in text simplification that changes seemed to occur.

On the face of it, it appeared that the numerous textbooks of the authors we investigated were, over a thirty or forty year period, "developmental" in that content, emphasis, illustrations and readability were often slightly different for each succeeding textbook of a particular author. It also seemed that there must be some reason that these textbooks changed. One source explaining these changes was the prefaces of the textbooks; here the authors often readily acknowledged the substantial debt to the preceding versions of the current textbook, indicated that changes conformed to requirements of certifying agencies such as the New York Board of Regents, acknowledged the "fit" to the recommendations of various curriculum committees and stated that the textbooks were suitable for the "present day" student.

Yet, these authors' acknowledgements of debts to previous work and the 'population' the book was written to serve, seemed merely surface features of what must have been some kind of calibration between the changes occurring in the high school and its history program and the textbooks produced by the authors we investigated. Indeed it seemed, reading through the generations of European history textbooks produced by a particular author and published by a single publishing house, that there was a clear responsiveness on their part to the changes occurring in schools. A responsiveness to the needs of schools, the "image" of itsstudents, and its changing curriculum frequently alluded to in the (often) anecdotal reports of the elementary-high school publishing industry (Whipple, 1931; American Textbook Publishers Instititue, 1949; Burke,

1979), and in a recent discussion of the influence of institutional and professional expectations on what material publishers produce (Turow, 1982).

From our own reading of history textbooks and the anecdotal evidence of the publishing industry it appeared, on the face of it, that there was a clear relationship between what was authored and published and what was needed by schools. This paper is an attempt to establish and explicate that relationship by comparing the work of four highly prolific, successful, and long-lived authors of European history textbooks with the development of the history program, which was in turn a reflection of the changing focus and function of the high school. However, it is important to note that numerous factors influenced the development of the high school, its history program and the type of textbooks used in history courses. Indeed, no claim is made that the publication of a "world history" textbook was instrumental in changing the high school history program -- clearly the recommendations of curriculum committees, the training teachers received, professional opinion, enrollment and other factors all contributed to general curriculum shifts. Rather, what probably happened was that, in the midst of the factors contributing to these changes, publishers "tested the water" by publishing textbooks that fitted into a proposed or new history course, while at the same time continuing to publish tried and true textbooks. As course change solidified, then publishers tended to drop older titles and substitute textbooks that more closely fitted the curriculum. Thus, it is in terms of the general forces that influence curriculum change that this discussion of the responses of these authors and publishers should be seen.

This paper will 1) describe the development of the high school between 1880 and 1930 -- its shift from being an elite institution emphasizing classical subjects (including ancient history) to the Mass high school of the 1930's which enrolled numerous students and whose curriculum was utilitarian. 2) It will show how the history program of the high school -- a particularly sensitive indicator of the changing nature of the high school because of its political socialization function -- changed to accommodate the type of history required at each stage of high school development. 3) Demonstrate how textbooks adapted to the changing history program by describing the work of four long-lived authors whose history textbooks were widely used and frequently revised and reissued. 4) Analyze certain sections of authors' textbooks to identify changes in content and readability.

The Development of the High School History Program 1880-1930

In order to establish the relationship between the changes found in the European history textbooks we investigated and the changes occurring in the high school and its history program it is necessary to describe this development.

Histories of the development of the high school and of the "social studies" have, of course, been written (e.g. Mehl, 1954; Sizer, 1964; Krug, 1964, 1972; Trow, 1961). Typically such studies use as their principal sources papers and reports of committees and commissions on the curriculum of the high school, the papers of leading educators of the day, proceedings of scholarly journals and magazines likely to include discussions of educational issues, and occasionally descriptions of specific high schools. While such studies provide a valuable perspective on the ideological context surrounding development of the high school, they provide little discussion of the high school and its history program as it occurred at the school level. Work dealing more specifically with the devlopment of the high school history program (Hertzberg, 1981) and with its changing function (Fitzgerald, 1979) have similarly relied on committee reports and papers.

The major primary source of this study is the annual reports of school districts contained in the Annual Report Collection at Teachers College, Columbia University. These reports represent most areas of the country and contain such information as enrollment, course offerings, required and elective courses, courses of study, textbooks adopted for particular courses and other information.

A secondary source of data for the study was found in surveys of high school offerings, enrollments and textbooks used in courses conducted during the period covered by this study. Surveys used included Dexter (1906), Briggs (1915), Koos (1916), Gold (1917), Davis (1919), Stout, (1921), Hartwig (1922), Monroe and Foster (1922), Schild (1926), Counts (1926), Crowell (1928), Malin (1929), Brown (1930), Carrothers (1932), and Gray (1932). A final source of data consisted of federal statistics of enrollments and offerings collected after 1922 Osterndorf, 1974).

Three phases in the general development of the high school were identified. the first was termed the "Classical high school" and spanned the years 1880 to 1900; this school served relatively few students and offered a predominantly classical curriculum. The second was the "Transition high school" from 1900 to 1925; in this school the traditional curriculum and function of the high school slowly accommodated the needs of commerce, industry and social aspirations through a system of overt and, by the early

1920's extemely complex tracking courses of study (Counts, 1926). The third was the "Mass high school" identified after 1925, which offered a common and basic curriculum to all students.

The development of the history program tended to mirror the changing nature and function of the high school and each period of high school development was characterized by a distinct history program. Although over fifty such programs were tabulated from Annual Report and survey data (Table 1), three characterized history in schools between 1880 and 1930. During the Classical high school period the history program consisted of General History (with an emphasis on ancient history), English History and Civics. U.S. History was infrequently taught during the early part of this period. From 1895 a perceptible shift in offerings began to take place. Although this change spanned the decade, by 1900 the history program identified with the Transition high school became evident and the limited tracking of the Classical high school through courses of study began to expand in the form of schools offering increasing numbers of courses of study. This program consisted of Ancient History, Medieval and Modern History, English History, U.S. History and Civics. Towards the end of this period English History disappeared from the curriculum, Ancient History was superceded in popularity by Medieval and Modern History (often called Modern History), and by the midpoint of the period U.S. History was the dominant subject in the high school history program. By 1930, the period of the Mass high school, World History, U.S. History and Civics were dominant and federal statistics indicate that this dominance was to characterize the high school history program for decades. World History emphasized modern history; U.S. History was most often offered by schools.

Insert Table 1 about here

It seems clear that the development of the history program was related to the metamorphosis of the high school -- from its early emphasis on ancient history in the Classical high school, to the offering of ancient and modern history during the Transition high school, to the dominance of U.S. History and (the less important) World History of the Mass high school. And it is in the development of European history in the high school that we can see the character of the response of the school to changing enrollment and societal

demands. General History, the dominant history in the curriculum for the much of the period between 1880 and 1895 emphasized ancient history especially the history of Greece and Rome and so was clearly congruent with the function of the high school during that period. The introduction of Ancient History and Medieval and Modern History courses after 1895 was part of a much wider curricula expansion. The retention of ancient history reflected the traditional curriculum (and perceptions of what was necessary for a high school education) whereas the growth in popularity of Medieval and Modern History recognized the value of recent history -- especially important in the world of World War I. The compression of Ancient History and Medieval and Modern History into World History was related to the function of the high school as a mass institution. World History was an overview course emphasizing more recent European history and provided an overview of what had previously been three histories -- ancient, medieval, and modern.

The Authors and Their Textbooks

As Woodward (1982) reported, the sources outlined above contained information about what history textbooks were used in history subjects. From these sources it was possible to identify those textbooks that were widely used in schools during the period covered by the study.

In the case of European history textbooks it was found that between 1880 and 1930 these textbooks changed from the omnibus "General History" textbooks found in the Classical high school, to the specialized subject texts of the Transition school, and to the omnibus "General" or World history textbooks of the Mass high school. The General history texts of the Classical high school placed special emphasis on ancient history. These textbooks were divided into their ancient history and medieval and modern history components to meet the needs of the new history program of the Transition high school. By the midpoint of this period these textbooks were characterized by a greater emphasis on "Modern" history and a sensitivity to meeting the "needs" of the students who increasingly enrolled in school during this period. By 1925 textbooks were issued (in some cases recombined) as World History or General History texts. The emphasis of these texts was on the modern period and were written with a concern for the readability of their text -- a clear acknowledgement of the general student body they were to be used with.

The work of four long-lived authors of widely used European history textbooks can be used to illustrate the changes outlined above.

Phillip Van Ness Myers (1846-1937) was a writer whose

history textbooks were widely adopted by high schools for over four decades. All of Myers' European history textbooks (Figure 1) were derived from Outlines of Ancient History, first published in 1882 as a library book and later adapted for high school use, and Outlines of Medieval and Modern History, first published in 1885. These two books were combined in 1889 to form the omnibus General History textbook.

Insert Figure 1 about here

Because Myers' textbooks were used in numerous schools for several decades it is possible to demonstrate how the author and his publisher, Ginn & Co., responded to the changing history program of the high school. While textbooks were available for the relatively few schools offering formal ancient history and Medieval and Modern History courses during the first two decades of the study, the major demand was for a textbook which combined both ancient history and medieval and modern history in the form of a general history textbook. Thus, General History was extensively used in the dominant one-year General History course. As the popularity of the Ancient History, Medieval and Modern History, English History, U.S. History and Civics sequence gained strength and, after 1900, became the dominant course combination, the need for textbooks which separately covered ancient and medieval and modern history was met by Myers' original and later revised Ancient History and Medieval and Modern History. General History was simply divided into its ancient history and medieval and modern history components. The decline of Ancient History and Medieval and Modern History as distinct courses (hints of which were apparent by the early 1920's) met with the unsuccessful attempt to repopularize Myers' General History.

The trend evidenced by Myers' textbooks seems unmistakeable. Between 1880 and 1900, a period coinciding with the Classical high school, the General History course and Myers' General History were dominant. General History, a slightly shortened version of Outlines of Ancient History and Outlines of Medieval and Modern History, was issued at least eighteen times. Between 1900 and 1925, a period identified as the Transition high school, Ancient and Medieval and Modern History courses were dominant and Myers' Ancient History, issued at least nine times in four editions, and Medieval and Modern History, issued at least sixteen times in three editions, were widely adopted by schools. Towards the end of the 1920's the emergence of the Mass high school was evident and with it came the redefinition of the history

program to include a one year general history course. The unsuccessful reintroduction of Myers' General History, with an expanded modern history section and a "severely compressed" ancient and medieval section, was apparently related to this changing pattern of high school history.

Willis Mason West (1857-1931) was a writer of numerous widely used textbooks. Yet, unlike the textbooks of P.V.N.Myers those by West (Figure 2) never reached a point of being the dominant textbook in high school Ancient History or Medieval and Modern History courses. Rather, and this is perhaps characteristic of the period, West's books were amongst a group of relatively popular textbooks from which choices for adoption were made.

Insert Figure 2 about here

West's first textbook, Ancient History (1902) was written to meet the needs of the then "new" high school and so represents a reaction against the omnibus general history textbooks and the one year General History course of the preceding two decades. He noted that "The old one-year course in universal history is confessedly inadequate, unattractive and destitute of disciplinary values... (Preface)" and lauded the recommendations of the Committee of Seven (1899), which had recommended a two year European history course. He also noted that the textbook could be used in history sequences that included English History, French or German History, or a year's intensive study of one period. Clearly, West aimed to appeal to as broad a population as possible --those following the recommendations of the Committee of Seven (1899) or those of the Committee of Ten (1894). By 1904 West had revised Ancient History, into what became Ancient World. He noted -- "There seems to be a demand for a work somewhat easier, and for such schools the present book is written. In it the characteristic features are retained ... the order and plan of the two books are alike. (Preface, iii)." In addition, in Ancient World generalizations of a "philosophical nature" were omitted, more narrative and biography introduced, "abstruce" ideas only retained when essential, and "diction" and sentence structure simplified. Ancient World was revised in 1913; less space was given to "constitutions" and more to industrial, economic and home life. A more fundamental change was noted:

> My first book in this field - Ancient History of twelve years ago - was designed avowardly both for high schools and "more advanced" students. Something of the

> same sort lingered on in the Ancient World the successor to that first volume. But in writing the present book I have kept steadily in mind the first year high school pupil. (Foreward, iii).

Two years after the publication of Ancient History (1902) its companion volume Modern History (1904) was published; its aim was to "trace the interaction and development of the various forces which the ancient world had brought together and which had been partially fused in the Empire of Charlemagne. (Preface, iii)." Attention was especially given to the last two centuries of European history and the history of England, knowledge of which West considered essential. A revised edition of Modern History was published in 1915 as Modern World. Modern World devoted more space to recent history, placed particular emphasis on English history (which by that time was in rapid decline as a high school history subject), and included a "review" of human progress to Charlemagne. In the following edition (1924) additional space was devoted to more recent history and detailed treatment of the French Revolution was contracted while the development of China and Japan received greater emphasis.

The Ancient World and Modern World spawned two new revisions in 1920; The Story of Mans Early Progress and The Story of Modern Progress. Early Progress covered the beginning of mankind to 1789, an extra 1000 years beyond that covered by Ancient World. Modern Progress began at Columbus. This device of overlapping content allowed users of Early Progress to teach history until 1520 or 1789 and users of Modern Progress could begin at Columbus and Luther or the French Revolution. Although West recognized that this organization was somewhat confusing, especially for those classes choosing to cover the shorter time period, extended library work was recommended. Additionally, Modern Progress could also meet the needs of the two year history program of U.S. History and Modern History:

> In my Modern World I gave the first seventh of the book to a brief summary of earlier history. This has proved a popular ... feature, and I use if here again ... It may be omitted ... or it may be used to give at least some background to a two-year course concenred only with Modern and American historys (sic). Indeed, if high schools do find themselves forced to abandon their three year history courses (for part of their students), some such feature in the text on Modern History becomes imperative. (Foreward iv).

West noted that the extended time period covered by Early Progress necessitated condensation and elimination; Greek, Roman and English History continued to receive emphasis in this and its companion volume Modern Progress.

The Story of World Progress (1922) was published to meet the needs of those schools offering a one year general history course. West noted:

> Some excellent high schools have decided that, for part of their students at least, they can give only one year to European history. For such schools this a volume seeks to present the essentials of both Ancient and Modern Progress in compact form, suitable to the ninth or tenth school year. (Foreward).

His aim was to:

> ... Select topics that make the past live again and that at the same time form a continuous story and prepare best for an understanding of the social problems of today. (Preface).

And thus from a reaction against the omnibus general history textbook West wrote subject specific texts, only to later author a general history textbook. Clearly the world for which West wrote had come full circle, yet his general history text was a different kind of textbook: there was greater emphasis on recent European history and, importantly, the trend towards simplifying vocabulary and sentence scructure begun in Ancient Wrold and Modern World was continued.

Hutton Webster (1885-1955) published his first European history textbook, Ancient History, in 1913 and thereafter new textbooks and revisions of previous textbooks appeared regularly (Figure 3). The widely adopted Early European History, published in 1917, was a revision of Ancient History with the addition of chapters to cover portions of medieval history; it was later revised and published as Early European Civilizaton (1933).

Insert Figure 3 about here

Medieval and Modern History was published in 1919 as a companion volume to Early European History and was reissued in 1925. The content dealing with the sixth to the seventeenth centuries were reproduced from Early European History (Preface iii). Modern European History was based on Medieval and Modern History and issued once in 1920 and "was intended as a textbook for the second year of a two-year historical course. It has also found use as the basis for a one-year course, where emphasis is placed on recent times

and contemporary problems. (Preface)." Webster referred to this textbook as a "general or universal history" when used in a one year history course. World History, published in 1921, was a combination of both Early European History and Modern European History with, as Webster noted, two thirds devoted to the last three centuries. Given the publication of World History, the publication of the History of the Modern World in 1925 seems perplexing. However, the author noted that greater emphasis was given to modern times. Modern European Civilization, published in 1933, was yet another revision of Modern European History and in the Preface the author stated:

> The desire of American high schools and preparatory schools for an intensive course devoted to modern European history was already pronounced before the World War. Since then it has become an imperious demand, for knowledge of the historical background of that epochal struggle is indispensible to the educated citizen.(Preface iii).

James Harvey Robinson (1863-1936) and his co-authors produced textbooks (Figure 4) which followed a pattern similar to that of West, Webster, and Myers. Over a thirty year period his first two textbooks - History of Western Europe (1902) and the more specialized Development of Modern Europe (1907) - were revised to reflect content, subject and enrollment changes.

Insert Figure 4 about here

In the case of Robinson it has been somewhat difficult to trace the metamorphosis of high school history textbooks. Prefaces give no clue as to the antecedents of particular textbooks nor do they contain statements of purpose of philosophy. Thus, in order to discover the relationship of Robinson's many textbooks to one another, publication data were found and textbook content closely compared.

We can trace the origins of James Harvey Robinson's numerous high school textbooks to two books published in the first decade of this century. The first, a general history textbook History of Western Europe, was published in 1902 and written for college use (although it was also used in high school Ancient History courses). Several years later Robinson, in collaboration with Charles Beard, published the Development of Modern Europe (1907) for use in high school Modern History courses.

In Outlines of European History Part I by Robinson and Breasted and Outlines of European History Part II by Robinson and Beard, both published in 1907, the authors acknowledged that many chapters were based on their earlier textbooks. The narrative in Outlines - Part II had ". . . been much simplified as well as shortened by the sedulous omission of all details that could be spared. . . .(Preface iii)." After both volumes of Outlines had been issued four times between 1907 and 1919, these books were revised and simplified and published as History of Europe - Ancient and Medieval by Robinson and Breasted (1920) and History of Europe - Our Own Times by Robinson and Beard (1921). In 1921 these two volumes were combined, in a yet more simplified form, in General History by Robinson and Breasted with the collaboration of Smith. This textbook was also known as Our World Today - and Yesterday by Robinson and Smith with the collaboration of Breasted.

The textbooks written by Robinson and his collaborators, derived, as they were, from the original textbooks History of Western Europe and Development of Modern Europe, followed a similar pattern as those discovered for the textbooks of West, Webster, and Myers. The subsequent volumes of European history were made progressively simpler, although the 1907 Outlines textbooks and the History of Europe textbooks both enjoyed a decade or more of popularity without substantial revision. The combination of History of Europe - Ancient and Medieval and History of Europe - Our Own Times into General History and Our World Today - textbooks issued at least eight times between 1921 and 1934 - represent the recognition of the movement towards a one year general world history course.

The work of the above authors shows a responsiveness to the changes taking place in the high school and its history program. Although textbooks did not change "overnight," major changes did occur in the kind of textbooks published in the 1900s and 1920s. To take the 1920s as an example, textbooks specializing in ancient history and medieval and modern history continued to be published -- albeit in diminishing numbers -- recognizing the extensive market that still existed for such books. Yet to judge by enrollment in various history subjects in the 1930s, the demand for specialized textbooks must have drastically declined. Thus the general history textbook, like its predecessor, became the standard, reflecting the school curriculum and the content considered congruent with the times.

Not unexpectedly these textbooks reflected both the continuity of what was defined as history -- the scope of which did not change from period to period for always there was Greece and Rome and Charlemagne. However, they did reflect changes in emphasis; the history of Chaldea, the development of medieval literature or the reign of Louis XV

might be distilled down to what was considered "essential" knowledge or might be omitted entirely. On the other hand, the Far East, the U.S. as a world power, technology and industry and recent events of significance, such as World War I, might receive greater emphasis.

Textbooks reflected both the tension for continuity and the tension for change in the inclusion of historical knowledge. The stock of historical knowledge was a given and the forces of culture and expectation, the demands of the school curriculum, and the editorial and commercial definition of the market and the optimum size for textbooks meant that within these limits history textbooks were fashioned. Significantly, while the trend towards a dominant history sequence and content were apparent, specialized history courses were still offered and specialized or "older" textbooks were still available. However, the changing emphasis in content and the trend towards lower readability of text (described in the following section) indicated that a new benchmark had been reached in the form and content of the textbook.

The Simplification of European History Textbooks

It is important to note that the authors and publishers of European history textbooks not only responded to the changing history program by reorganizing, rewriting and adding different (and more fitting) titles to their textbooks. They also responded to the students who would learn from their textbooks. And as the high school changed from a Classical to a Mass institution, enrollment similarly changed. Thus the type of textbook suitable for the few who attended the elite Classical high school was clearly unsuited for the many students who attended the Mass high school. The curriculum changed, the organization of the content of textbooks changed, titles changed, and the readability of those books also changed.

The readability of textbooks - the ease with which text can be read and understood - depends on several factors, including sentence length, familiar and unfamiliar vocabulary, concept load, and concept difficulty. Thus, if textbooks were to respond not only to curriculum change, but also to enrollment change, then textbooks had to be written so that students could read and understand them. Cognizant of this, publishers and authors did indeed change the readability level of their textbooks. And while it is important to note that much stayed the same, changes in sentence structure and vocabulary were made. This process did not occur "overnight"; rather gradual changes were made with each new edition of a textbook or the next generation of that textbook.

Although more extensive research is presently underway, the

work of two authors can be used to demonstrate the changes in readability of their textbooks; for the sake of brevity only several examples are given. Although no formal readability levels for these examples are given (this will be incorporated into future research), it seems apparent that significant changes in text were made.

The process of adaption of textbooks can be shown by comparing several passages from Robinson and his co-authors' Development of Modern Europe (1907), Outlines of European History (1907), History of Europe- Our Own Times (1921), and Our World Today - And Yesterday (1924). It can also be shown by comparing passages from Hutton Webster's Early European History (1917) and Early European Civilization (1933).

In each of the passages the slash (/) mark will indicate omission of a word or sentence in a new version of the authors' work. Underlining of words or passages will show omission from subsequent textbook versions and boldface will indicate text additions from previous textbook versions.

James Harvey Robinson et al,; "Colbert encourages science, art and literature in the reign of Louis XIV."

The Development of Modern Europe (1907) p. 12

> Men of letters were generously aided by the king with pensions. Colbert encouraged the French Academy, which had been created by Richelieu. This body gave special attention to making the French tongue more eloquent and expressive by determining what words should be used. It is to this day the greatest honor that Frenchman can obtain to be made one of the forty members of this celebrated group. Colbert founded in 1666 the French Academy of Sciences which has since done so much to extend knowledge; he had an astronomical observatory built at Paris, and gave his support and protection to a magazine devoted to careful reviews of new books, the Journal des Savants, which is still published regularly. The Royal Library, which then possessed only about sixteen thousand volumes, began to grow into that great collection of two and a half million volumes - the largest in existence - which today attracts scholars to Paris from all parts of the world. In short, Louis and his ministers believed one of the chief objects of any government to be the promotion of art, literature, and science, and the example they set has been followed by almost every modern state.

Outlines of European History Part II (1907) p. 64

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History of Europe - Our Own Times (1921) p. 9-10

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Our World Today - And Yesterday (1924) p. 205

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James H Robinson et al.; "The Polish Rebellion 1830-1831"

The Development of Modern Europe (1907) p. 268

Nicholas I never forgot the rebellion which inaugurated his reign, and he proved one of the most despotic of all the long list of autocratic rulers. His arbitrary measures speedily produced a revolt in Poland. The constitution which Alexander I had in his liberal days granted to the kingdom was violated. Russian troops were stationed there in great numbers, Russian officials forced their way into the government offices, and the petition of the Polish diet were contemptuously ignored by the Tsar. Secret societies then began to promote a movement for the reestablishment of the ancient Polish republic which Catherine II and her fellow monarchs had destroyed. When the news of the July revolution in France reached Warsaw, crowds in the streets cheered the downfall of the Bourbons as the white flag was lowered over the French consulate. In November an uprising occurred in Warsaw; the insurgents secured control of the city, drove out the grand duke Constantine and the Russian officials, organized a provisional government, and appealed to the European powers for aid. Finding the Tsar inflexible in his refusal to grant them any concessions, the leaders of the insurrection proclaimed the independence of Poland, January 25, 1831.

Outlines of European History Part II (1907) p. 554-5

Nicholas I never forgot the rebellion which inaugurated his reign, and he proved one of the most despotic of all the long list of autocratic rulers. His arbitrary measures speedily produced a revolt in Poland. The constitution which Alexander I had in his liberal days granted to the kingdom was violated. Russian troops were stationed there in great numbers, Russian officials forced their way into the government offices, and the petitions of the Polish diet were contemptuously ignored by the Tsar. Secret societies then began to promote a movement for the reestablishment of the ancient Polish republic which Catherine II and her fellow monarch had destroyed. / Late in 1830 an uprising occurred in Warsaw; the

insurgents secured control of the city, drove out the Russian officials, organized a provisional government, and appealed to the European powers for aid, / proclaimed the independence of Poland, January 25, 1931.

History of Europe - Our Own Times (1921) p. 409

Nicholas I, Alexander's successor, never forgot the rebellion which inaugurated his reign, and he proved one of the most despotic of all the long list of autocratic rulers. His arbitrary measures speedily produced a revolt in Poland. The constitution which Alexander I had in his liberal days granted to the kingdom was violated. Russian troops were stationed there in great numbers, Russian officials forced their way into the government offices, / and the petitions of the Polish diet were contemptuously ignored by the Tsar. Secret societies then began to promote a movement for the reestablishment of the ancient Polish republic, which Catherine II and her fellow monarchs had destroyed. Late in 1830 an uprsing occurred in Warsaw; the insurgents secured control of the city, drove out the Russian officials, organized a provisional government, and appealing to the European powers for aid, proclaimed the independence of Poland, January 25, 1831.

Our World Today - And Yesterday (1924)

Nicholas I / never forgot the rebellion which inaugurated his reign, and he proved one of the most despotic of all the long list of autocratic rulers. / The constitution which Alexander / had / granted Poland in his liberal days was violated, / and the government offices were filled with Russians. Moreover, petitions of the Polish diet were / ignored by the Tsar. These harsh measures speedily produced a revolt in Poland. /

Hutton Webster; "The Development of National Literatures."

Early European History (1917) p. 201

Medieval literature, though inferior in quality to that of Greece and Rome, nevertheless includes many notable productions. In the twelfth and the thirteenth centuries Latin hymns reached their perfection. The sublime Dies Irae ("Days of Wrath") presents a picture of the final judgement of the wicked. The pathetic Stabat Mater, which describes the sorrows of Mary at the foot of the Cross, has been often translated and

set to music. These two works were written by a companion and biographer of St. Francis of Assissi. St. Bernard's Jesu Dulcis Memoria ("Jesus, the Very Thought of Thee") forms part of a beautiful hymn, composed by a monk of Cluny, has been rendered into English as "Jerusalem the Golden." Latin hymns made use of rhyme, then something of a novelty, and thus helped to popularize this poetic device.

Very unlike the hymns in character were the Latin songs composed by students who went from one university to another in search of knowledge and adventure. Far from home, careless and pleasure-seeking, light of purse and light of heart, the wandering scholars of the Middle Ages frequented taverns, as well as lecture rooms, and knew the wine-bowl even better than books. Their songs of love, of dancing, drinking, and gaming, reflect the jovial side of medieval life.

Early European Civilization (1933) p. 183

Medieval literature / includes some notable productions. / Many beautiful hymns were composed in Latin. A number of them have been translated into English, such as the familiar "Jerusalem the Golden." Latin hymns made use of rhyme, then something of a novelty, and thus helped to popularize this poetic device.

Conclusion

Clearly, the data and generalizations outlined above should be treated with caution. However, they do represent a useful first step in increasing our understanding of the development of the high school and its history program. It seems clear that the history program does reflect the changing function of the high school and that this was further reflected in the textbooks written for these courses. From a stock of historical knowledge, the culture and expectations of each period, the demands of the curriculum and the perceptions of the 'market' by publishers, textbooks were published that reflected the complex interaction of these forces. The tension between continuity and change of content and emphasis was slowly worked out from one period of high school development to another. The specialized textbooks of the Transition school gave way to the general history textbooks of the Mass high school. The "market" was clear and defined and was exemplified by the new general history/world history textbook.

Clearly, discussion on what prompted changes in textbooks is speculative and must be based on an understanding of the complex forces at play. At the purely functional level the study suggests that there was a relationship between the increases in enrollment that occurred during the fifty years between 1880 and 1930 and the changes both in the high school history program and in the high school itself. As each decade was marked by higher and higher enrollments - presumably with different "needs" than preceding generations - the schools were forced to modify and change their curriculum. Textbooks were changed to reflect new course titles and content and the needs of the population they were to serve. The gradual changes in the readability of text was especially telling of the careful calibration between publishers and authors of textbooks and the market.

This paper has attempted to describe the relationship between the changing high school, its history curriculum and its textbooks and has suggested that through a complex of forces textbooks changed to meet the needs of high schools at particular periods of development. Clearly more work needs to be done to more firmly ground the points described above.

As this paper has demonstrated we do know which textbooks were most often used in schools between 1880 and 1930 and we have hints of why publishers and authors rewrote their textbooks, changed their names and so on. Yet we know little of the process whereby needs were perceived and new textbooks written. As some early anecdotal reporting indicates it may have been that the publishing company's sales representative was a crucial link between the company and its authors and the school market. If this was the case then these representatives played a crucial role in defining what was to be published. The publishing company, acting on this information may have decided to introduce new textbooks or new editions of existing textbooks. Authors or perhaps company editors were called upon to fashion books to meet the new market demand.

The role of the publisher, the tension between continuity and change in determining the content and emphasis of new textbooks, and the changing readability of prose are important themes to study, for through them we can see a reflection of the changing nature of education in industrial society. Further research is needed to more clearly illustrate the work described above. More research needs to be done and, hopefully, this paper has provided a point of departure.

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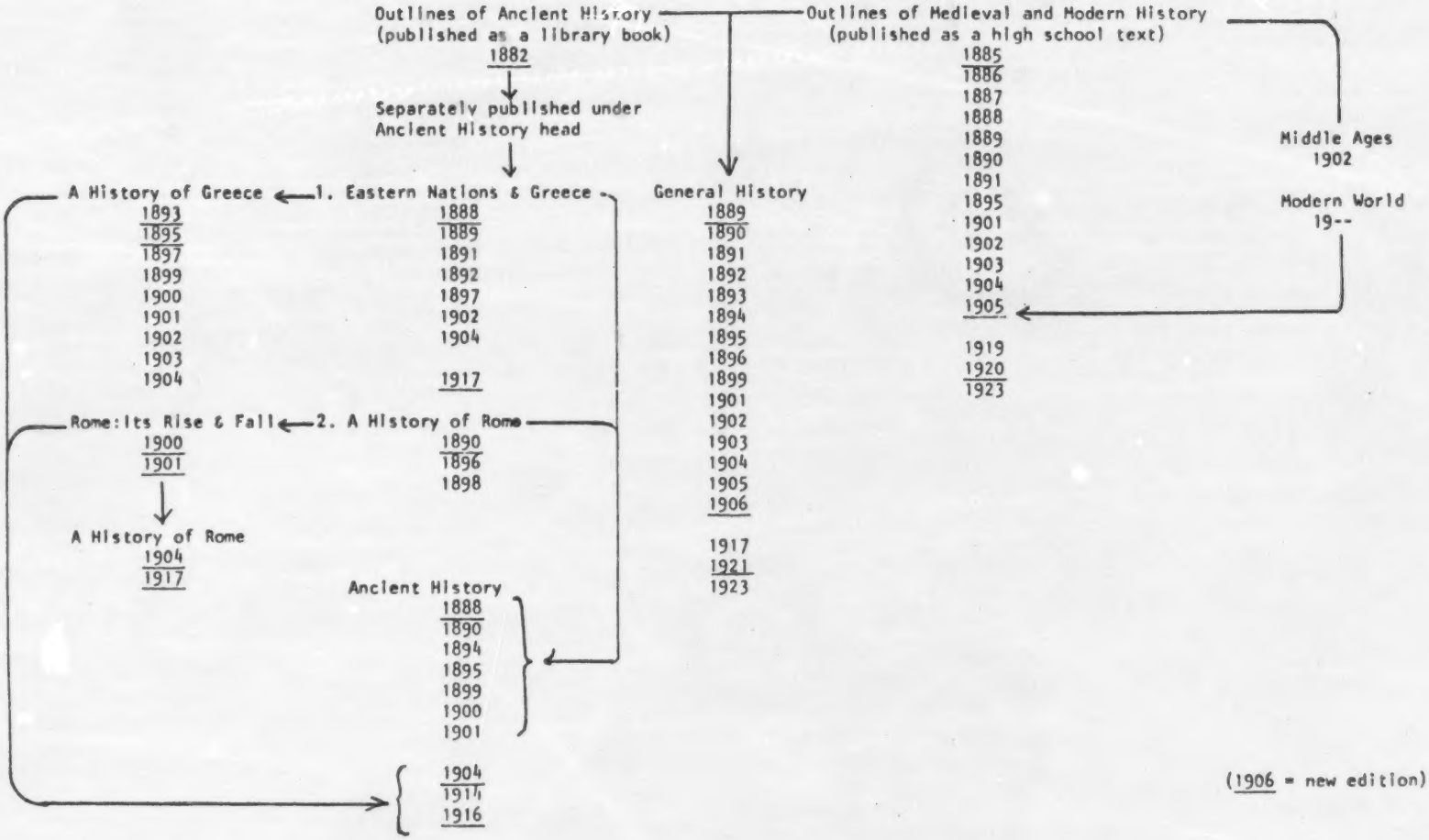
Table 1
The History Programs of High Schools 1880-1920
(Annual Reports)

	1881-1885	1886-1890	1891-1895	1896-1900	1901-1905	1906-1910	1911-1915	1916-1920
G	6	10	8	4	3	2	1	0
GC	7	34	37	21	24	1	0	0
GEC	3	13	21	23	7	2	0	0
AM	5	11	5	2	6	7	5	1
AMC	4	7	7	14	9	1	2	0
AMEC	2	4	5	12	6	1	3	1
UG	3	6	14	4	12	3	0	0
UAE	0	0	0	5	4	15	14	2
UAM	5	1	5	1	3	13	10	7
UGC	5	9	17	22	8	1	0	0
UGE	0	2	2	11	9	2	1	0
UAMC	1	0	3	13	19	26	18	4
UAEC	0	4	19	27	60	36	27	16
UAME	1	4	2	0	12	10	8	3
UGEC	2	7	10	25	27	8	7	0
UAMEC	3	6	7	17	40	47	57	18
Others	31	50	65	51	33	15	3	6
Total	78	168	227	252	282	188	159	58

G = General History; C = Civics; E = English History; A = Ancient History; M = Medieval and Modern History; U = United States History.

Figure 1
Textbooks of P.V.N.Myers



(1906 = new edition)

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Figure 2

Textbooks of W.M.West

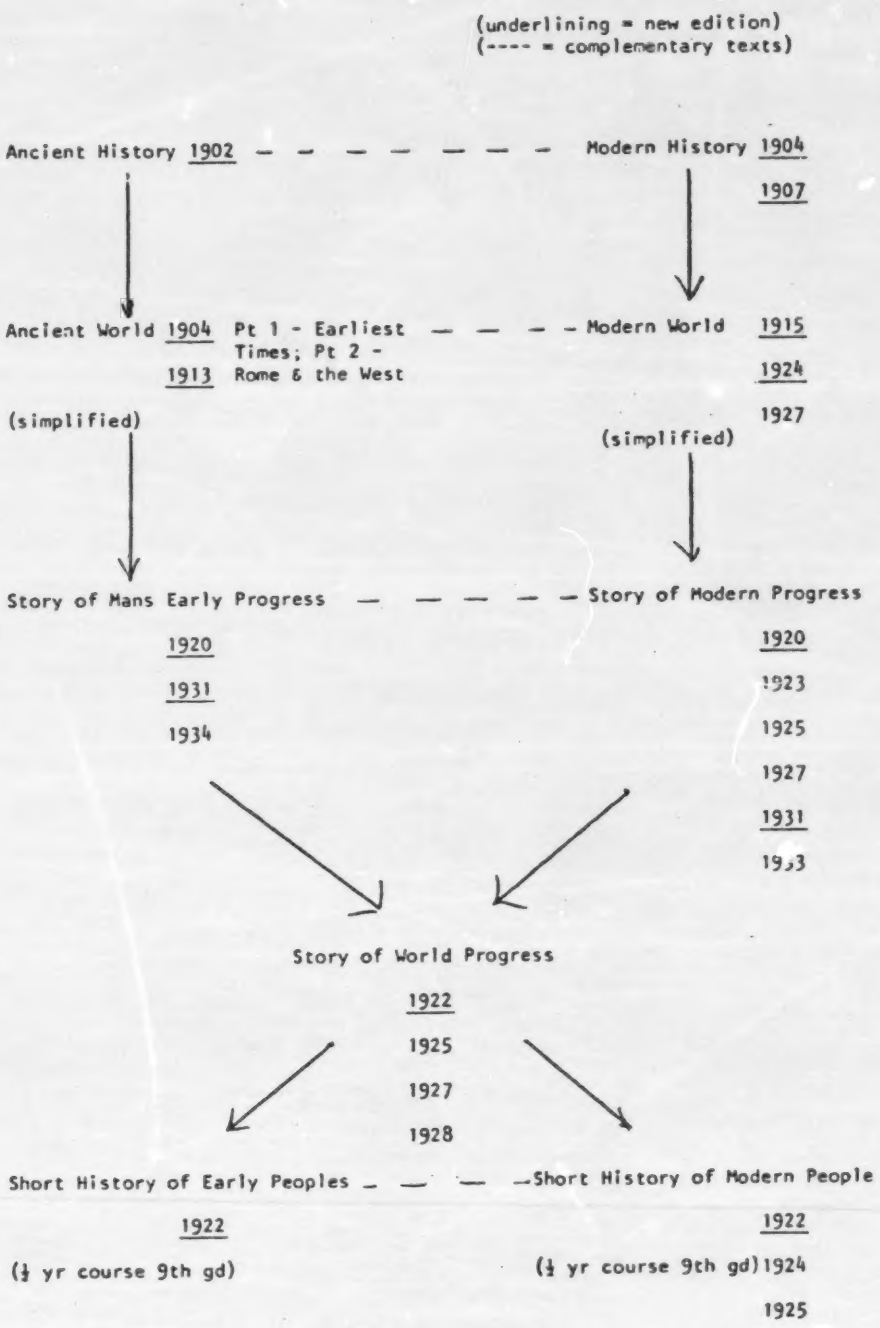

Figure 3

The Textbooks of Hutton Webster

_____ complementary textbooks

Figure 4

Textbooks of James H. Robinson